



2019-2020 PRINCIPAL PREPARATION GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

ESEA, as amended by P.L. 114-95, ESSA Title II, Part A

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue

Austin, TX 78701-1494

Grant period from

January 1, 2019 - June 30, 2020

☒ Pre-award costs are not permitted.

Application stamp-in date and time

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Required Attachments

Attachment 1: *Leverage Leadership Readiness Assessment*

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization International Leadership of Texas CDN 057848 Vendor ID 27-4549127 ESC 11 DUNS 041482128

Address 1820 N. Glenville St. #100 City Richardson ZIP 75081 Phone 972-479-9078

Primary Contact Katrina Corte Email kcorte@iltexas.org Phone 972-479-9078

Secondary Contact Irene Aguilar Email iaguilar@iltexas.org Phone 972-479-9078

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Dr. Alan Seay Title CEO

Email aseay@iltexas.org Phone 972-479-9078

Signature  Date 11/12/2018

Grant Writer Name Katrina Corte Signature _____ Date 11/12/2018

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is **not** an employee of the applicant organization.

Shared Services Arrangements

X SSAs are **not permitted** for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Increased STAAR test scores - achieved by more frequent and effective classroom observation for successful instructional practices.	We will see increased STAAR test scores by empowering the principal resident to conduct frequent and effective classroom observation for successful instructional practices.
Decreased discipline referrals.	We will decrease the number of student referrals by training our principal resident groups on Classroom Management Plans(CHAMPS) to support the district wide training that will be offered Spring of 2019.
Increased parent involvement.	We increase the level of parental involvement by sending out surveys to families to better determine topics and time for meetings that would invite greater participation. At each scheduled meeting, we will also include student performance or showcase student work.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

At the end of the 2019-2020 Principal Preparation Program, there will be a measurable improvement in quality first time instruction as measured by an increase in benchmark results in Reading and Math for the beginning, middle and end of year assessments. This improvement in quality first time instruction will result in minimum five point increase in STAAR student results in Reading and Math for the Spring 2020 STAAR administration, a decrease in student discipline referrals, and an increase in parental involvement.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

By the end of the first quarter, we will measure the improvement in the frequency of teacher coaching and support by seeing the increase of classroom visits by the principal intern and subsequent feedback meeting. Each principal grant recipient will use this data as baseline data to set a goal for each teacher. The goals will be delivered following two informal classroom observations, with a face to face feedback session by the end of the first quarter benchmark.

We anticipate that the frequent classroom visits with opportunity for feedback will result in improved quality of instruction. This improvement in quality first time instruction will result in minimum two point increase in benchmark scores over the same time period the year before.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

By the end of the second quarter, each teacher will receive one additional informal classroom visit. Teachers who are identified as needing more support will receive at least one in-class model teaching session conducted by the principal grant recipient.

We anticipate that the frequent classroom visits with opportunity for feedback will result in improved quality of instruction. This improvement in quality first time instruction will result in a minimum four point increase in benchmark scores over the same time period the year before.

Third-Quarter Benchmark

By the end of the third quarter, each teacher in need of additional support will conduct a classroom observation alongside the principal grant recipient with prior briefing and subsequent debriefing on key target areas.

We anticipate that the frequent classroom visits with opportunity for feedback will result in improved quality of instruction. This improvement in quality first time instruction will result in minimum five point increase in benchmark scores over the same time period the year before.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Project evaluation data will be used to inform and adjust the professional development topics provided through our partnership with Region 11. Through our two benchmark checkpoints, district residency program coordinators will be able to plan with site supervisors and Region 11, EPP, for monthly topics and on-site support that will ensure that program targets are being met.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

☒ The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.

☒ The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.

☒ The applicant provides assurance that it will attend and/or present at any symposiums, meetings or webinars at the request of the Texas Education Agency.

☒ The applicant assures that the principal preparation residency is full-time and at least 1-year in length.

☒ The applicant assures that residents do not have significant classroom responsibilities.

☒ The applicant assures that residents do not hold a principal certification in the state of Texas.

☒ The applicant assures that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The applicant assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute in June 2019.

☒ The applicant assures that partner principal EPP provides residents with a full-time residency experience including certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.

☒ The applicant assures that Attachment 2: *Principal Preparation Grant Fidelity of Implementation Rubric for LEAs* and Attachment 3: *Principal Preparation Grant Fidelity of Implementation Rubric for EPPs* will be utilized to design and implement residency.

☒ The applicant assures they will select their EPP per LEA compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to brenda.garcia@tea.texas.gov for approval.

☒ The applicant assures understanding that full grant award will not be released until TEA staff have concluded the negotiation process and verified the MOU contains all the required elements listed on page 8 of 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.

Statutory/Program Requirements

1. Provide a description of the targeted recruitment and selection process which utilizes demonstrated criteria, including evidence of measurable student achievement, strong evaluations/appraisals, interpersonal leadership, effective response to observations and feedback, evidence of strategic problem solving, and growth mindset. Also, provide the plan for considering the degree to which the diversity of the residents mirrors that of the student population in the recruitment and selection strategy.

International Leadership of Texas (ILTexas) is currently in its first year of an Aspiring Administrators' Academy (AAA), in which current district faculty and staff who desire to develop their leadership skills and move into administrator roles at the campus level are able to network and receive campus leadership-specific professional development designed and coordinated by a district leadership committee.

The application process, which begins in the Spring of the previous year, includes an essay, recommendations from current supervisors and an interview. Members of the AAA may currently serve in various campus roles with aspirations to develop their skills to successfully transition to the next level of leadership, i.e., teacher to grade level administrator, grade level administrator to assistant principal, assistant principal to principal. Each group comprises its own leadership cohort within the overarching AAA program.

Members of the cohort meet once a month at Region 11 for leadership and development training. ILTexas will also hold two professional development days in the fall and spring with district chiefs, Executive Directors and/ or guest speakers that are brought in to cover key leadership operations or instructional information. In addition, there are opportunities for Q&A panels of current and former ILTexas speakers.

Cohort members also take part in cohort-specific book studies that more clearly pertain to their desired role. Books that are currently included are *Developing the Leaders Around You* by John C. Maxwell and *Leverage Leadership* by Paul Bambrick-Santoyo.

The International Leadership of Texas Aspiring Administrators' Academy will continue to consider that the leaders identified best represent the leadership, instructional and cultural understanding of the community for the campuses they serve.

Statutory/Program Requirements

2. Provide a description of the year-long, full-time residency, including sustained and rigorous clinical learning in an authentic school setting; substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

The International Leadership of Texas full-time principal residency program will consist of initial and ongoing professional development coordinated by the Principal Residency Committee and Region 11 to include:

- Detailed training on Instructional Rounds
- PD Topics to include Leverage Leadership by Bambrick Santoyo
- PD Topics to include leading school with cultural understanding
- PD Topics of highly effective PLCs
- Monthly trainings at Region 11

On-site campus administrators will receive monthly communication via newsletter about the topics in which principal residency participants have engaged and will be able to contribute topic ideas and present them during each monthly meeting.

Each campus principal resident will receive visits every six weeks by members of the District's Principal Residency Committee to discuss progress on achieving learning goals. Committee members will also meet with site mentors to support the growth and needs of the principal resident.

Each principal resident will be asked to devise a campus-based practicum/ initiative which will be determined by a campus needs survey sent to the key campus stakeholders. Based on the feedback and key areas of growth identified as a high leverage for school success, the principal resident will create a campus-level SMART goal and plan a practicum to initiate at the campus level that will be sustainable throughout the course of the residency program.

Statutory/Program Requirements

3. Provide a description of school actions implemented in the 2016-2017 or 2017-2018 school years; or planned for the 2019-2020 school year and beyond. Refer to page 7 of the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines for a list of school actions. Check "Not Applicable" if LEA has not implemented any school actions in the 2016-2017 or 2017-2018 school years or has no plans to implement school actions in the 2019-2020 school year and beyond.

☒ Not Applicable

Statutory/Program Requirements (Cont.)

4. Provide a description of Data-Driven Instruction systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Data-Driven Instruction* provided in Attachment 1.

International Leadership of Texas currently has a campus Data Day embedded at the end of each six weeks in its master calendar. This serves as a common occurrence for each campus to access and analyze campus, grade level and teacher reports; allow for more strategic intervention and enrichment planning for the upcoming six weeks; and plan for targeted learning goals for the upcoming six week lesson planning cycle.

Each campus grade level team completes a data analysis template which helps guide teachers with their instructional intervention and planning. Campus administration's role is to coach, model and support the process of completing and implementing each team's data findings.

5. Provide a description of Observation and Feedback systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Observation and Feedback* provided in Attachment 1.

As a District, we currently utilize a common Observation/ Feedback tool at all campuses. Each instructional coach and District level director utilizes the same online classroom observation tool to align key instructional areas. Administrators, instructional coaches and district personnel have access to this Observation Data dashboard to better determine instructional professional development and lesson planning needs.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group <input type="text"/>	Barrier <input type="text"/>
Group <input type="text"/>	Barrier <input type="text"/>
Group <input type="text"/>	Barrier <input type="text"/>
Group <input type="text"/>	Barrier <input type="text"/>

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

☐ Yes ☒ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

☐ Yes ☐ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- ☒ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☒ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	18,663
2. Enrollment of all participating private schools	0
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	18,663
4. Total current-year grant allocation	0
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	0
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	0
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	0
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	0

Request for Grant Funds

Number of principal residents participating in the 2019-2020 Principal Preparation Grant Program

Matched amount (number of principal residents participating in program x \$15,000)

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)

BUDGET

Resident Principal Salary and Benefits	<input type="text" value="260,016.5"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Region 11 Principal Program Fees	<input type="text" value="27,539"/>
Aspiring Administrators' Academy Fall and Spring Professional Development	<input type="text" value="19,011"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

Computer and Books	<input type="text" value="4,050"/>
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OTHER OPERATING COSTS (6400)


Travel for Principal Preparation Program Trainings	<input type="text" value="25,450"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Total Direct Costs

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

Attachment 1: Leverage Leadership Readiness Assessment

Leading Data Driven Culture: <i>How would you describe your team's...</i>		
a. Use of interim assessments, across grades and subjects, that are aligned to end-goal assessments (i.e. state tests, college entrance exams, etc.)?	3	
b. Use of a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching?	3	
c. Delivery of professional development that prioritizes data driven instruction, which includes: modeling assessment analysis, action planning, and flexibly adapting to student learning needs?	2	
d. Use of a system for creating, implementing, and monitoring aligned lesson/curriculum materials (including “do nows”, in-class independent work, and homework) that meet or exceed the rigor of the standards and end-goal assessments?	2	
e. Ability to recruit and develop a highly active instructional leadership team that drives analysis meetings after each interim assessment and maintains focus on the process throughout the year?	2	
f. Ability to conduct deep analyses of school-wide and individual teacher data so that school wide patterns (i.e. high and low outliers) can be identified and be used to create effective action plans?	2	
g. Ability to lead interim assessment analysis cycles so that teachers are guided to see exemplar student answers, analyze trends, create high leverage action plans, and monitor action plans to guarantee effective re-teaching (e.g. using monitoring tools, student work analysis, and classroom observations)?	2	
h. Ability to hold leaders and teachers accountable to prepare and engage in weekly data meetings that ensure that teachers analyze and use student work to identify exemplars, identify the gaps between exemplars and non-exemplars, and create action plans based on gaps in student learning?	2	
i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement?	2	
j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?	2	

Leading Observation Feedback <i>How would you describe your team's...</i>		<div> <div>3 - Leading</div> <div>2 - Foundational</div> <div>1 - Attempting</div> <div>0 - Not Observed</div> </div>
a. Content knowledge expertise in one or more of the core subject areas (Math, Language Arts, etc.), including: knowledge of best teaching practices; knowledge of current standards; and ability to model lessons for new or struggling teachers?	3	
b. Ability to identify quality action steps that name the highest leverage issue in the class and create action steps that are measurable, observable, and bite sized?	3	
c. Use of a weekly observation schedule that allows them to observe and meet face to face with teachers following each observation for the purpose of instructional coaching?	2	
d. Use of a common system for tracking feedback for teachers that allows leaders to track: the number of observations they have conducted, the action steps issued, and the trends across teachers that can be used to inform professional development?	3	
e. Use of a common system for delivering feedback that provides teachers with a measurable, observable, and bite sized action steps, including an exemplar of these action steps in practice?	3	
f. Efforts to create an expectation that teachers will plan and practice during their feedback sessions?	2	
g. Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)?	2	
h. Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development?	2	
i. Use of genuine moments of affirmation that are: organically embedded into feedback meetings, linked to previous action steps, and designed so that teachers can reflect on the impact of their own improvements?	2	
j. Ability to provide real-time feedback that: takes place during class, supports the flow of class, uses nonverbal signals, and gives teachers a sense of "what to do"?	2	